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ABSTRACT

The study described in this report was conducted at Black Hawk College (BHC) to determine the characteristics and attitudes of students enrolled in evening classes in the college's university parallel programs. After introductory material discussing the importance of adult, part-time students to today's community college and the objectives of the study, the report outlines study methods. These included a survey of the research literature on evening student needs and characteristics; and surveys of fall 1980 and spring 1981 evening students to determine their demographic characteristics, majors, needs and attitudes with regard to academic services, and preferences for courses and schedules. Next, the report presents the literature review, citing significant findings from other community college studies. Results are then enumerated with regard to the scope of previous research and the findings of BHC's fall and spring surveys; differences between the results of these surveys are noted. Next, the characteristics of BHC students are discussed in relation to other evening students, revealing that BHC students resembled other evening students with respect to age, part-time enrollment status, and educational goals, but differed with regard to sex and prior educational attainment. Conclusions and recommendations for further research are followed by a bibliography. Appendices present the questionnaires and summary reports for the surveys. (AYC)

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STUDY OF STUDENTS ENROLLED IN UNIVERSITY PARALLEL PROGRAM EVENING CLASSES, 1980-81

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Black Hawk College, Moline, Illinois
October 1, 1981

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ABSTRACT
Study of Students Enrolled in University Parallel Program
Evening Classes, 1980-81, by Mary A. McQuaid

This study, which was conducted at Black Hawk College in Moline, Illinois, had the following objectives: (1) to determine the significant demographic characteristics and the majors and interests of students enrolled in evening classes in the college's university parallel programs, (2) to determine these students' perceived needs for college academic services and their perceptions of whether or not these needs were being met, (3) to determine their preferences in relation to courses and class scheduling, and (4) to make recommendations, including those for further study within this area. This study was motivated primarily by strong directives nationally to respond to the needs of adult students, most of whom will be enrolled in evening classes.

To accomplish these objectives, this study used the following methods: (1) a survey of a sample of one-third of the night classes in the university parallel programs during the fall semester of 1980 and the spring semester of 1981, (2) an analysis of the results of these two surveys, and (3) a survey of the literature to determine specific needs and characteristics of evening students and evening class programs at other colleges.

Findings in relation to surveys conducted among Black Hawk College students suggested that they resembled students studied at other colleges in the following ways: age, enrollment status as part-time or full-time students, employment status, and goals relating to preparation for transfer or preparation for a career or job advancement. However, the students surveyed also differed significantly, especially in relation to sex, with the majority being female. In addition, almost 20% of those surveyed already held bachelor

degrees, and a significant number reported that they had enrolled in evening classes simply for personal satisfaction and enrichment. Most students preferred early evening classes, twice per week, but a number also preferred classes one evening per week. A number of students requested additional classes in accounting and economics, mathematics, English and philosopny, art, foreign language, and psychology and sociology. Approximately one-half of the students surveyed perceived a need for an academic advisor, and approximately the same proportion reported that they had such an advisor with whom they were working. By and large, evening students reported their intention to enroll fairly consistently in college courses, at least for two to three consecutive semesters.

The study made a number of specific recommendations including a consistent review of evening classes to ensure that courses needed for general education courses for the associate in arts degeree and for specific majors, as well as service courses for certain career programs, were made available on a regular basis in the evening. It also strongly recommended greater attention to part-time evening faculty, including their attendance at department meetings and their observation and evaluation. And, finally, the study made a number of specific recommendations for further study, emphasizing the importance of the evening student and his or her continued enrollment.

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I. INTRODUCTION

In her recent book, Adults as Learners, Patricia Cross emphasizes the significance to postsecondary education of projected demographic change:

> The United States is becoming a nation of adults.... For most of the years of this century, the United States population has been numerically dominated by young people... By the year 2000, the largest age group will be 30 to 44 year olds, with a rising curve for 45 to 64 year olds.[1]

The post World War II "baby boom" served to cause widespread expansion in postsecondary education in the 1960's; and, with individuals born during this baby boom now between the ages of 22 and 34, it can be expected that the rate of participation in postsecondary education of individuals from this age group will be increased simply because so many in the population are now within this group.[2] Thus, with a drop in the number of high school graduates once the baby boom bulge has passed and with increased participation in postsecondary education from members of this baby boom group now grown older, it is understandable that colleges and universities simply must direct more attention to the recruitment and education of adult students. They are doing so for two reasons: first, unless adults can be recruited, student enrollment figures will drop and, second, increased participation by adult students justifies, probably even requires, more attention to adult education by educators.

Cross points out two other factors contributing to the present "lifelong learning" concept. First, specific social changes are now taking place that encourage lifelong or recurrent education. Included is the change from the so called "linear life plan," in which education was provided for the young, work for the middle-aged, and leisure for the elderly, to the new "blended life

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[1] K. Patricia Cross, Adults as Learners (San Francisco: Jossey-Bass, 1981), p. 3.

[2] Ibid., pp. 3-7.

plan," in which work, leisure, and education are each an important part of all three of life's stages. Cross predicts, "Higher education in the United States may soon consist of a majority of learners who have adopted a blended life plan."[1] Other important social changes cited by Cross that can be expected to increase participation in adult education are rising educational attainment levels that serve to increase individuals' and employees' preferences for more education; those changing career patterns that result from increased job obsolecence, increased participation of women in the labor market, increased longevity, increased job competition, higher aspirations especially from among those who have been discriminated against in the past, and greater social acceptability of career change; increased leisure time with more opportunity to learn for recreation or for personal enjoyment; and changing roles for women, including a pronounced trend toward employment outside the home.[2]

In addition, Cross explains that technological progress, especially its characteristic of advancing in quantum leaps, has had a significant effect upon the way in which society provides for and facilitates education. No longer can parents simply pass on what they have learned to their children; now children "must learn lessons never known by their parents."[3] And, today's rapid escalation in the production of information has required that almost all professionals as well as many other workers must become lifelong learners.[4]

This need for and interest in lifelong learning was recognized legislatively by Congress in 1976 with the passage of the "Mondale Bill on Lifelong Learning," which is now Title I, Part B, of the Education Amendments of 1976.

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[1] Cross, pp. 11-12.

[2] Ibid., pp. 9-26.

[3] Ibid., p. 29.

[4] Ibid., pp. 28-31.

This law mandates an assessment of the educational needs and goals of adults calls for the identification of barriers to lifelong education and the development of programs to eliminate them, and requires the review of the organization and funding of the training and education of adults.[1] In 1977, the need for such evaluation and change among community colleges was signaled by the creation of an office on lifelong learning policy at the American Association of Community and Junior Colleges.

Black Hawk College has always recognized its mission to serve adult learners through its adult and continuing education and community services programs. In addition, since 1972, the college has worked to serve adult student needs better in its more traditional programs through the development of new instructional delivery modes; the associate in liberal studies degree program; interdisciplinary and liberal studies courses; and procedures for the crediting of prior, college-level, non-sponsored learning. As a result primarily of an increased need for and an increased wish to participate in postsecondary education by adults and also, in part, because of these new options, the mean age of Black Hawk College students increased significantly in the 70's upward toward age 30.

At the same time that this shift was occurring and that the percentage of part-time students enrolled in college programs was increasing, the college's university parallel, or transfer, program faculty perceived a drop in the interest and numbers of students enrolled in evening classes - classes scheduled after 5:00 p.m. This perception, correct or incorrect, occurred at a time when increased participation by part-time adult students should have increased evening class enrollments. Carp, Peterson, and Roelfs, in their frequently cited

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[1] Ruth Weinstock, The Graying of the Campus (Educational Facilities Laboratories, 1978), pp. 15-16.

survey of adult student learning, found that most present and potential adult learners preferred to pursue their "lifelong learning" as a part of the conventional educational system,[1] usually in lectures or classes.[2] Because over one-half of the adults surveyed in this study were employed full-time, it could be expected that a large number would, therefore, wish to attend classes after work in the evenings. In his survey of the educational needs and preferences of adults in Iowa, I. Bruce Hamilton found, first, that evening classes were the preferred time for learning for adults because of the convenience of after-work hours and, second, that most of the adults surveyed who were involved in formal education were taking their courses in evening classes.[3]

Because of a perceived discrepancy between actual enrollment in evening classes offered in Black Hawk College's university parallel programs and the results of national surveys suggesting that there should be increased numbers of adults enrolled in evening classes, a study of evening students was completed during the 1980-81 academic year. This study was considered to be especially important because, with projected decreases in numbers among traditionally-aged students--that group previously served in large numbers by the transfer programs--it is necessary that these programs effectively recruit and serve increasing numbers of adult students, not only through off-campus classes and non-traditional delivery modes, but also in evening classes.

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1 Abraham Carp, Richard Peterson, and Pamela Roelfs, "Adult Learning Interests and Experiences," in Planning Non-Traditional Programs, ed. by K. Patricia Cross, John R. Valley, and associates (San Francisco: Jossey-Bass, 1974), p. 32.

2 Ibid., p. 31.

3 I. Bruce Hamilton, The Third Century: Postsecondary Planning for the Non-traditional Learner, a Report Prepared for the Higher Education Facilities Commission of the State of Iowa, College Entrance Examination Board and Educational Testing Service, May, 1976, p. 51.

This study of evening classes and evening students had the following objectives: (1) to determine significant demographic characteristics and the academic majors and interests of students enrolled in evening classes in the university parallel programs, (2) to determine these students' perceived need for college services and their perception of whether or not these needs were being met, (3) to determine their preferences in relation to courses and class times, (4) to make recommendations for improvement in college services and class scheduling, and (5) to make recommendations, including those for further study within this area.

To accomplish these objectives, this study used the following methods: (1) a survey of a sample of one-third of the classes in the university parallel programs during the fall semester of 1980 and the spring semester of 1981, (2) an analysis of the results of these two surveys, and (3) a survey of the literature to determine specific needs and characteristics of evening students and evening class programs at other colleges.

II. METHODS

1. A survey of the literature was completed through bibliographic information gathered not only in traditional ways, but also by use of an ERIC computer search. The ERIC service identified a number of papers describing similar studies at other community colleges.
2. Especially relevant findings and recommendations from the literature review were summarized both as a basis for surveys of evening students within this study and as a basis for the interpretation of the results of these surveys.
3. A survey of students present in one-third of the university parallel program classes scheduled to begin at or after 5 p.m. during the fall semester was completed between November 5 and November 19, 1980. For this sample, each third class was selected from an alphabetical listing of courses in the fall schedule. This procedure resulted in a sample of 25 classes, eleven of which were in the division of social studies, one of which was in the division of interdisciplinary study, seven of which were in the division of fine and applied arts, and six of which were in the division of science and mathematics.

   Questionnaires were routed to faculty with a cover letter (see Appendix A) through division directors and were returned in the same way. A copy of the questionnaire used in this fall survey is included in Appendix B. Questions sought to determine the following information about students surveyed: educational goal and major, status as part or full-time students, relative continuity of enrollment at the college, whether or not academic advisement services provided were adequate, whether or not day students had been forced into night classes because of scheduling,

preferred days and times for evening classes, preferences in relation to academic areas for night class offerings, and selected demographic characteristics of students surveyed (sex, age, and employment status).

The survey instrument had been validatedby administering it to five students selected at random in the College's learning center, and appropriate revisions had been made.

The results of this survey were tabulated and tentative conclusions were formulated. This information was communicated to department chairmen and division directors in the university parallel programs by memo in January. A copy of this memo is included in Appendix C.

4. A survey of students present in one-third of the university parallel program classes scheduled at 5 p.m. or after during the spring semester was completed between March 29 and April 12, 1981. Once again, for this sample each third class was selected from an alphabetical listing of courses in the spring schedule. Such a procedure resulted in a sample of 25 classes, 12 of which were in the division of social studies, one of which was in the division of interdisciplinary study, five of which were in the division of fine and applied arts, and seven of which were in the division of science and mathematics. As before, questionnaires were routed to faculty with a cover letter (see Appendix D) through division directors and were returned in the same way. A copy of the questionnaire used in the spring survey is included in Appendix E.

   Most of the questions included in the spring survey were the same as in the fall survey and sought to determine the same information. However, additional questions or rephrased questions sought to clarify questions from the fall survey that had been judged possibly ambiguous as a result of responses received in the fall, especially the question in section 3

concerning enrollment in the night section because no daytime section was available and question 5 concerning preferred evenings for classes. The wording of the first question in the fall survey was not absolutely clear. Results for the second question were difficult to interpret because most evening classes are scheduled two nights per week and not one.

Additional questions were included in the spring questionnaire to follow-up on concerns identified as a result of responses to the fall survey. These included those questions seeking the following information: educational background of students, their educational goals, and additional information on specific courses within departments with which students had reported difficulty in relation to evening class section availability.

This survey instrument was validated by administering it to five students selected at random in the college's learning center, and appropriate revisions were made.

The results of this survey were tabulated and tentative conclusions were formulated. Once again, this information was communicated to department chairmen and to division directors in the university parallel programs by memo in April. A copy of this memo is included in Appendix F.

III. REVIEW OF THE LITERATURE

Amidst a plethora of recent publications dealing with adult learners, lifelong learning, and nontraditional study, very few articles or books address specifically the evening student or evening college programs even though research suggests that a large number of today's adult college students are enrolled in evening classes. However, one notable exception is an article written by Justice and Amperse and included in the report published by the American Association of Community and Junior Colleges and edited by Jamison Gilder summarizing the results of the 1979 AACJC Assembly on "Policies for Lifelong Learning." Justice and Amperse point out that 40% of the total enrollment in today's U.S. colleges and universities is from part-time students, and most of these students are enrolled in evening classes, a fact that is not widely publicized.[1] Even though the adult part-time and evening student is becoming an increasingly more important consumer in higher education, Justice and Amperse assert that such a student "is still treated as the educational stepchild in our American system."[2] Frequently, evening students lack convenient access to bookstores, libraries, cafeteria facilities, consultation time with instructors, social activities, and student activities geared to their special interests.[3] Generally, these evening students pay the same or higher tuition and fee rates than day students, yet "they pay more for fewer services, smaller curriculum options, and less financial assistance."[4] Most

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1 R. D. Justice and Jacquelyn Amperse, "Attitudes, Attitudes: It's Time for a Change," in Policies for Lifelong Learning ed. by Jamison Gilder, report of the 1979 Assembly, AACJC, Washington, D.C., 1979, p. 64.

2 Ibid., p. 63.

3 Ibid., p. 63.

4 Ibid., pp. 64-65.

college administrative offices are closed in the evening, and even if they were open, "there would be no one to administer them."[1] Most evening courses are taught by part-time teachers, who usually do not even have offices in which to meet with students. Student governments generally meet in the day time, a situation serving to eliminate most possibilities for active representation by evening students.[2] Scholarships are not "readily available" to evening students,[3] and, generally, curricular offerings are limited. Justice and Amperse state, "One of the most desolate moments for many students is when they realize they cannot obtain a degree while attending at night."

In a 1966 California study, Schleibaum delineated eight areas in which evening instructional programs ordinarily receive fewer support services than day-time instructional programs: general administrative services; office facilities for instructors; faculty orientation; curricular and instructional support (academic supervision, evaluation of instruction, course outlines, etc.); the counseling, guidance, and testing of students; library service; teaching aids; and the rate of compensation of instructors.[4]

Similarly, in a 1970 study, Hatfield and Herrscher recommended the following improved services for evening students in junior colleges:

(1) Sufficient administrative staff to ensure the effective supervision and evaluation of evening programs.

(2) Including part-time instructors in department meetings and planning.

(3) Providing part-time instructors with information on curriculum.

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[1] Justice and Amperse, p. 66.

[2] Ibid., pg. 71.

[3] Ibid., pg. 66.

[4] William J. Schleibaum, Administrative, Supervisory, and Special Services Related to Instruction in California Public Junior Colleges, U.S., Educational Resources Information Center, ERIC Document ED 018190, 1966.

(4) Early adoption of a schedule of department meetings so that part-time faculty will have adequate time to make plans to attend.

(5) Planning of orientation and faculty development programs to include part-time faculty.

(6) Standardized testing of evening students for class placement.

(7) Development of methods to facilitate and encourage use by evening students of professional counselors.

(8) The availability of complete library and job placement services.

(9) Assignment by departments of a supervisory team to assist new part-time evening students.[1]

And the recommendations of the 1979 AACJC Assembly on "Policies for Lifelong Learning" included one stating that community colleges seek assistance in enhancing the professional development of faculty, counselors, and administrators to meet better the needs of adult learners.[2] Because so many evening students are adults, this recommendation seems especially pertinent to this study.

A number of community colleges have conducted surveys of the demographic characteristics and the academic and learning preferences and needs of their evening students. In 1976, Polk Community College in Winter Haven, Florida, surveyed its evening off-campus students and reported the following findings:

(1) Most plan to complete an associate degree.

(2) Most are over age 23, and one-fourth are over 30.

(3) Most cannot attend day classes because of family or work responsibilities.

(4) Most would not enroll in Saturday classes.

(5) Most prefer off-campus classes because of their smaller class size, convenience, and location in familiar surroundings.

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[1] Thomas M. Hatfield and Barton R. Herrscher, Evening Services of Junior Colleges, U.S., Educational Resources Center, ERIC Document ED 037216, March, 1970, p. 2.

[2] Policies in Lifelong Learning, p. 115.

(6) Enrollment in off-campus classes has no effect on the likelihood of a student's subsequent enrollment on-campus.

(7) Students reported the following course preferences and interests in rank order: occupational/vocational areas, social sciences, mathematics, humanities, natural science, and communications.[1]

In the fall of 1976, a comparative study of day and evening students was completed in the Los Angeles City Colleges. Whereas the most common reason cited for enrollment by day students was preparation to attend a four-year school (reason given by 42% of students surveyed), the largest group of evening students (36%) indicated that they had enrolled to acquire and improve basic job skills. The majority of both day and evening students worked: approximately two-thirds of the day students and 92% of the evening students. However, students enrolled in evening classes worked many more hours per week (an average of 36 hours) than did day students (an average of 13 hours). Both groups showed little interest in college extra-curricular activities, with athletics being of least interest among possible choices in both groups.[2]

In 1977 at Everett Community College, students enrolled in thirty-eight college evening classes were surveyed to determine their demographic characteristics and to evaluate their satisfaction. Fifty-six percent of the sample was male; the mean age was 28; 75% were enrolled in only one evening class; 54% were married, 13% divorced, and 3% widowed; 67% were working full or part time; 79% had attended the college for more than one quarter; and 75% indicated that they had enrolled in classes to improve job skills or to complete a degree or certificate programs. Of those surveyed, 88% indicated that they would like to see more evening courses offered; 25% were unaware of available financial aids;

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[1] James M. Rigterink, Characteristics of Extension Center Students at the Two-Year College, U.S., Educational Resources Information Center, ERIC Document ED 122894, 1976, pp. 7-8.

[2] Ben K. Gold, LACC Student Survey, Fall, 1976, U.S., Educational Resources Information Center, ERIC Document ED 139462, April, 1977, p. 12.

and 65% reported that they had never seen counselors or advisors. The services of the college bookstore, library, and coffee shop were judged adequate by over 60% of those surveyed; but the majority were either unaware of or indicated that they wanted increased access to learning skills laboratories, women's and minority programs, college clubs, volunteer programs, and student activities programs.[1]

Also in 1977, a similar survey of evening students was completed at Valencia Community College in Orlando, Florida. Results of this survey suggested that the average evening student was white, male, married, about age 25, employed 40 hours a week, and with an annual family income of about $9,000. He was likely to receive VA benefits, was paying his own way, was seeking a degree, and was career bound.[2] In the Valencia survey, approximately 48% of those participating were between the ages of 18 and 25, and 37% were in the age range of 26 to 35.[3] This study concluded that Valencia evening credit students were quite representative of the general area population, but different from day students. Evening students accounted for large numbers of Valencia's part-time students. And large numbers of these students were seeking job skills and wanted counseling services, which were not available in the evenings.[4]

In 1978, evening students enrolled in the Honolulu Community College System were surveyed, and the results were compared with results from a similar

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1 James R. Thompson, An Evaluation of the Evening Programs at Everett Community College, U.S., Educational Resources Information Center, ERIC Document ED 145899, October, 1977.

2 Louis H. Edwards, Survey of Evening Credit Class Students: Valencia Community College, Winter, 1977, U.S., Educational Resources Information Center, ERIC Document ED174292, Winter, 1977, p. 6.

3 Ibid., p. 5.

4 Ibid., p. 8.

survey of day students and of students who enrolled in a mix of day and night classes. Approximately 15% of the student body enrolled in only evening classes; approximately 12% enrolled in day classes only.[1] In general, those enrolled in evening classes were only six to eight years older than day students, with a mean age of 31.3 years. Most evening students were married (54%), and most carried a lighter academic load, a mean of 5.7 semester hours. More evening students (22%) than those in the other two groups were unclassified in relation to major, and more (48%) were simply liberal arts majors.[2]

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1 Evening Students - Community Colleges, Fall 1978, Hawaii University, Honolulu Community College System, U.S., Educational Resources Information Center, ERIC Document ED 171347, June, 1978, p. 2.

2 Ibid., p. 3.

IV. RESULTS

1. Most surveys of evening students reported in the literature have attempted to delineate significant demographic characteristics--age, sex, employment status, student classification (full-time or part-time), major, purpose in attending college, marital status, etc. As might be expected, the findings of most of these surveys have suggested that evening students were working adults, enrolled as part-time students for job-related reasons, usually with the intention of earning a degree or a certificate.
2. Most surveys of evening students reported in the literature also have attempted to determine student need for and satisfaction with college services. Such an objective is consistent with recommendations in the literature that such services for evening students need to be improved. The results have suggested that evening students have no special interest in student activities but do need and want more access to counseling and job placement services. In one study, evening students reported that they wanted wider curricular offerings, but other studies surveyed in the literature did not attempt to determine the degree of student satisfaction with the range of course offerings even though general recommendations in the literature have called for improvements in this area.
3. Although a number of articles surveyed stated a concern with the quality of instruction in evening classes because so many are taught by part-time instructors, who themselves are usually temporary and frequently overlooked in faculty evaluation and development programs, none of the specific local studies attempted to determine the perceptions of evening students to the quality of instruction that they received.

4. Although some of the local surveys reported in the literature did attempt to determine the major reasons of students for enrolling in evening classes, most did not request information in relation to their time preferences for the scheduling of classes.

5. The fall semester survey of students enrolled in evening classes at Black Hawk College determined their major demographic characteristics. Slightly more than one-half (55.5%) were female; most (76.9%) were between the ages of 21 and 45 and, thus, were older than traditionally-aged community college students; most (74.2%) worked 36 or more hours per week; and most (77.8%) indicated that they usually enrolled as part-time students (11 or fewer hours).

   Similarly, the spring survey of students enrolled in evening classes at Black Hawk College determined that more than one-half (62.8%) were female; most (70.0%) were between the ages of 21 and 45; most (65.0%) indicated that they usually enrolled as part-time students (11 or fewer hours). Spring survey results in relation to major demographic characteristics differed significantly in three respects from results in the fall survey: the percentage of women enrolled was up from 55.5% to 62.8%; the percentage of those working 36 hours per week or more was down from 74.2% to 65.0%; and the percentage of those indicating that they ordinarily enrolled as part-time students was down from 77.8% to 70.3%.

6. The results of the fall survey of evening students at Black Hawk College determined the objectives and motivations for college attendance of those surveyed. Approximately 80% reported that they were working toward a degree or certificate, and among this 80% almost all indicated a major or program area in which they were studying. In rank order, beginning with the most frequent response, the five most common responses were as

follows: business (22.8%), psychology and sociology (10.9%), nursing/ADN programs (8.8%), accounting (7.3%), and liberal studies (5.2%). Over one-half (54.9%) indicated that they intended to transfer to a four-year college or university.

The results in the spring survey of evening students were dissimular in one significant respect. Whereas 80% of those surveyed in the fall had reported that they were working toward a degree or certificate, only 54.8% of those surveyed in the spring had a similar objective. However, those working for specific degrees or certificates reported similar interests in majors or program areas. In rank order, beginning with the most frequent response, the six most common responses were as follows: accounting (18.2%), business (13.5%), liberal arts (9.5%), nursing (7.4%), psychology and sociology (5.4%), and liberal studies (5.1%). Approximately the same percentage (54.4%) reported an intention to transfer to a four-year college or university. It should be noted that objectives for students enrolled in university parallel program evening courses included certificates and degrees from the college's career programs.

7. Approximately one-half of evening students surveyed in the fall seemed to be in fairly continuous enrollment at Black Hawk College from semester to semester, although very few reported actual or intended summer school enrollment. Approximately the same results occurred in the spring survey.
8. The fall survey of evening class students suggested that students preferred class meetings two evenings per week from 5:30 to 6:45 p.m. or from 7-8:15 p.m. and that they preferred classes meeting one night per week, especially the 5-7:30 time frame, to those meeting from the 8:30 to 9:45, two nights per week. Tuesdays and Mondays seemed to be the preferred

evening for classes. Similar results appeared in the spring survey with e clear preference for classes meeting in the Tuesday-Thursday sequence.

Students surveyed in the fall did not indicate a particularly clear wish for Saturday classes; however, a number did indicate that they would prefer them to evening classes (27%). In both fall and spring, a significant proportion of students responding reported that they were enrolled in night classes because day-time sections of the courses were not available: 26% in the fall and 10.5% in the spring. There is significant difference in the results of the two surveys in relation to the possibility that evening enrollment might result from the inavailability of day-time sections, with the findings of the spring survey more likely to be correct because of clarification in the statement of the question (see Appendix F, page 2).

9. In the fall survey, students were asked to indicate those academic areas in which they would like to see more evening classes made available. In rank order, beginning with the most preferred, these areas were as follows: mathematics (23.4%), psychology and sociology (22.9%), English (22.1%), health and physical education (19.7%), and history and government (16.8%).

Somewhat similar preferences were reported in the spring survey. Once again, in rank order, beginning with the most preferred, these areas were as follows: accounting and economics (15.8%), psychology and sociology (12.7%), English and philosophy (11.9%), mathematics (11.9%), health and physical education (10.4%), art (10.1%), and foreign language (6.7%).

In the spring survey, for purposes of clarification, students were requested to indicate specifically those areas in which they had experienced

considerable difficulty in finding available night classes and then to indicated the specific course or courses. The areas in which students indicated the most difficulty were health and physical education; mathematics; and English, journalism, and philosophy. Unfortunately, too few students then indicated specific courses for meaningful conclusions.

10. In both the fall and spring surveys, students were asked to indicate their perceived need for academic advisement and whether or not they had seen an academic advisor. In the fall, 47.1% indicated their perception that they needed academic advisement, and 43.9% reported that they had an academic advisor with whom they were working. Similarly, in the spring survey, about the same percentage indicated that they had an academic advisor with whom they were working, but significantly more (56.5%) indicated a perceived need for academic advisement.

11. The spring survey contained additional questions to determine other demographic characteristics of evening students as a follow-up on the analysis of the results of the fall survey.

    One set of questions included in the spring survey sought to determine prior educational experiences of evening students. The results indicated that 19.5% of those responding had already earned bachelor degrees, and 15.5% had earned associate degrees.

Another set of questions in the spring survey was intended to determine the major reasons motivating the students surveyed to enroll in classes. In rank order, beginning with the most frequent response, these reasons were as follows: (1) personal interest or self-development (29.4%), (2) intention to complete coursework for transfer (23.6%), (3) intention of preparing for a future job (22.6%), (4) wish to improve skills needed for present job (8.1%), (5) wish to explore courses to decide on a career (7.4%), (6) unknown or other (7.1%), and (7) wish to remedy or review basic eduational skills (1.7%).

V. DISCUSSION AND CONCLUSIONS

Even though nationally there has been an increased participation in post-secondary education by part-time students, especially in evening classes, Black Hawk College's university parallel programs have perceived recently declining enrollment and lower student interest in evening courses. The purpose of this study was to determine whether or not those students who had enrolled in evening courses were being well-served by academic advisement and adequate course offerings; to delineate significant demographic characteristics of evening class students; to identify major motivations for these students enrolling in evening classes; and, based upon a review of current literature, to summarize general recommendations for improving evening services to students.

Results of the fall survey of evening class students suggested the possibility of two distinct populations, each about equal in number. One group seemed to be pursuing, with the aid of an academic advisor, a schedule of classes designed for transfer to a four-year institution. However, results of the fall survey did not provide very much information about the other large group of evening students, especially their educational background and educational goals. As a result, the spring survey requested additional information concerning prior educational background and motivation for enrollment.

The results from the spring survey were of considerable interest and suggest an evening class student population that differs significantly from that found in similar surveys at other community colleges, quite possibly in part because this study surveyed only students enrolled in college transfer classes. In these previous studies completed at Polk Community College, Flordia; the Los Angeles Community College; Everett Community College, Washington; and Valencia

Community College, Florida, the most common motivations among students for attending evening classese were related to careers. Almost one-fourth (22.6%) of the students surveyed at Black Hawk College reported that they had enrolled in evening courses to prepared for a future job, and, although this proportion is a significant one, equally large numbers of students reported other major motivations. Over one-fourth (29.4%) of the students surveyed at Black Hawk College indicated that they had enrolled in evening classes for reasons of personal interest and self-development; and, undoubtedly, a large number of this group were among the 19.5% who reported that they already had bachelor degrees. Quite possibly, it is these students who request additional evening courses in those academic areas not ordinarily expected to attract large numbers of community college evening students--psychology and sociology, literature and philosophy, art, and foreign language. An almost equally large number of students (23.6%) reported that they were enrolled in evening classes to complete coursework needed for transfer to a senior institution. Thus, for purposes of marketing night courses and for preliminary considerations of the needs of evening students, results of the spring survey suggested these general and rather large groups of evening students--those enrolling in courses for personal interest or self-development, those enrolling in courses because of career-related interests, and those completing coursework for transfer. These student needs at Black Hawk College suggest different recommendations and directions than do the needs of students surveyed elsewhere.

In relation to such significant demographic characteristics as age and employment status, students surveyed at Black Hawk College resembled those similarly surveyed at other institutions. The Polk Community College survey reported findings that appproximately one-fourth of evening students were over age 30; the Everett Community College reported a mean age for evening students

of 28 years; and the Valencia Community College survey suggested a mean age of approximately 25 years. Black Hawk College evening students were found to be as old or slightly older. Fall survey results indicated that 82.5% of students responding, 23% were 21 years of age or older - that is above traditional community college age; 54.6% were 27 years of age or older; and 21% were 36 years of age or older. However, results in the spring survey suggested a younger student population but still one generally older than traditional community college age: 76.9% were 21 years of age or older; 45.7% were 27 years of age or older; and 20% were 36 years of age or older. Similarly, most Black Hawk College evening students were employed full-time. In the fall survey, 74.2% of those responding had indicated that they worked 36 or more hours per week (considered full-time); in the spring, even though the percentage of those thus employed (65%) was significantly smaller, still the majority of those surveyed were employed full-time. In both Black Hawk College surveys, almost all students responding indicated that they did hold either part-time or full-time jobs--78.6% in the fall survey and 89.3% in the spring. In the Los Angeles Community College survey, 92% of evening students reported that they worked, and 67% reported so in the Everett Community College study.

Conversely, evening students surveyed at Black Hawk College differed significantly from those surveyed in other studies in relation to age, and they differed from reasonable expectations in relation to their prior educational achievement. In both fall and spring Black Hawk College surveys, the majority of those responding were female - 55.5% in the fall and 62.8% in the spring. For example, the 1977 Valencia Community College survey of evening students had determined that the majority were male, and, in general, the literature in the area suggests that more evening students can be expected to be male. It is possible that the diminishing availability of veterans' benefits and changing

societal and economic roles of women may have resulted in a simlar change since 1977 at Valencia and elsewhere. However, regardless of possible cause for this shift, if it continues, it represents a significant change in the demographic characteristics of evening students that Black Hawk College must recognize and accommodate. Even more significant are the findings in the spring Black Hawk College survey in relation to prior education of evening students: 19.5% had already earned bachelor degrees and 15.5% had earned associate degrees. Thus, potentially, as high as 35% of Black Hawk College evening students had already achieved an educational level as high as or higher than that provided by the college. Not only does this characteristic of Black Hawk College evening students offer possible explanations for motivations and course preferences reported that differed from those expected or those reported in similar studies elsewhere, but also it provides a possible explanation for other survey results --specifically those reporting a comparatively low perceived need for academic advisement and a comparatively low percentage of students who were actually working with an academic advisor.

Approximately one-half of Black Hawk College evening students seem committed to continuing enrollment at the college during the academic year but not during the summer session. In the fall, 56.6% reported that they had been in fairly continuous enrollment at the college; 79% indicated that they planned to enroll in the spring semester; and 59.8% provided a similar response in relation to the next fall semester. Similarly, in the spring survey, over one-half of those responding indicated an intention to return for additional classes from semester to semester. Clearly, the college's university parallel program evening student population is relatively faithful and stable in its enrollment.

Results from both fall and spring surveys do provide direction for better service to evening students in relation to efforts for more convenient scheduling of class hours and for consideration of appropriate evening class offerings. Approximately 27% of those responding in the fall survey indicated that Saturday classes would be more convenient than evening classes. In view of the success elsewhere of Saturday and weekend colleges, this response may suggest a need for the college once again to consider the feasibility of offering Saturday classes. Although results from the fall survey suggested that a rather large number of students--65.6%--had enrolled in evening classses because the day-time section of the course was not conveniently scheduled, possible ambiguity within the phrasing of the survey question made a conclusion difficult at that time. A more precise and careful follow-up on this point in the spring survey considerably clarified results. At that time, 10.5% responding indicated that they were enrolled in a night class because no day-time section of the class was offerred. Still this percentage is suffficiently high to suggest the need for a review of day class offerings to ensure that students wishing to attend at that time are being adequately served. Rather large numbers of those of those responding indicated that they were able to attend classes in the day-time (34.4%) and that they were presently enrolled in day-time as well as evening classes (31.6%). Once again, this one-third of responders is a sufficiently large group to suggest a need for further study in relation to the reason for these students actually enrolling in evening classes rather than in day-time sections of the same class.

Preferences in relation to days and times for the scheduling of evening classes were clear, and, apparently, especially in some departments, there has been a continuing effort to accommodate the needs and wishes of evening students in these respects. Similarly, reported preferences and needs of evening

students for classes in specific departments were clear and remained relatively consistent from fall to spring even though the characteristics of evening students changed somewhat in that period of time. The memo included as Appendix F indicates that at least one department chairperson did follow up on the results of the fall survey in the spring, scheduling an additional evening course in one of the preferred time slots. Both total class enrollment and the needs of specific students more than justified this class offering to the department, which will attempt to continue to make the course--one required for the associate in arts degree--available in the evening.

VI. RECOMMENDATIONS

1. That the marketing approach of the university parallel program and individual department's scheduling of and selection of evening classes recognize three distinct groups of students served: (1) that which seems to be pursuing a schedule of classes designed for transfer to a four-year institution, (2) that which seems to be pursuing a group of courses leading to a degree or certificate in a career program area or indivdual courses selected by the student to improve his or her job skills or to prepare him or her better for employment, and (3) that which is selecting courses or programs for personal enrichment and satisfaction.
2. That efforts from the counseling department continue to make career counseling and academic advisement available in the evenings and that faculty teaching evening classes be requested to make students aware of the evening hours and services of the Career Resource Center and of the need for and availability of academic advisement, especially for those students who are pursuing a certificate or degree program or who intend to transfer to a four-year institution. Results of the two surveys included in this study suggest that those students perceiving a need for academic advisement have an advisor with whom they are working. Results also indicate that, because of the occupational and vocational needs of a large number of evening students, the work of the Career Resource Center and its evening hours are of considerable potential value to students.
3. That university parallel program department chairpersons carefully and consistently review evening classes to ensure that those courses needed for completion of the associate in arts degree are being offered on a basis that is sufficiently frequent to serve the needs of a large group of

evening students who are preparing to transfer to four-year institutions. Especially, core general education requirements needed by all students should be made readily available--e.g., English 101 and its prerequisites, Speech 101, and Health 102.

In addition, a reasonable variety of courses commonly used to fulfill the general education "group" requirements should be made available. Judging by the results of the two surveys included as a part of this study, specifically, additional courses in the following areas should be considered: English and philosophy, mathematics, history and government, and biology. Additionally, once again based upon survey results, university parallel program department chairpersons should review their evening course offerings to ensure that they are making available necessary courses in support of the majors in accounting and psychology and sociology.

4. That university parallel program department chairpersons should recognize the clear function of many departments to offer service courses in support of career programs; and, based upon the results of the two surveys included in this study, they should carefully review evening course offerings to ensure that requirements in the UPP for career programs especially in nursing and in business areas, are made available regularly and conveniently.
5. That university parallel program department chairpersons review their evening course offerings to ensure that they provide an adequate selection of classes for two special and clearly identified groups of students--those enrolling for personal satisfaction and those enrolling for improved job skills or in preparation for employment. In doing so, these department

chairpersons should recognize that many of the students will already have earned associate and bachelor degrees.

6. That university parallel program department chairpersons continue efforts to schedule classes at the most preferred times for evening students and also survey all day-time offerings to ensure that they are not forcing day students to enroll in the evening by the scheduling of classes.
7. That, consistent with the recommendations made nationally, the university parallel program focus even greater attention upon its evening faculty. Part-time faculty, most of whom are hired to teach evening classes, should be urged to attend department meetings, some of which might be scheduled in the evenings at times more convenient for part-time faculty. Evening part-time faculty should be encouraged to establish office hours for consultation with their students and should be provided with meeting space to do so. In addition, evaluation and observation for the improvement of instruction should be extended to include part-time evening faculty.
8. That, consistent with recommendations made nationally, the university parallel program seek to make all educational support services, including administrative services, available as much as possible in the evenings. Specifically, evening faculty need access to administrators, especially division directors, and to services provided during the daytime by professionals and staff in the Learning Resources Center, the Independent Learning Center, the Media Production Center, Student Services, the Bookstore, and the Admissions Office. Evening students need to be made aware of and provided with access to the Financial Aid Office, the Bookstore, student government and activities, the Registrar, and the Business Office.

9. That, in view of the increased participation of women in higher education and their increased enrollment in evening classes, the university parallel program review their curricula and course offerings to ensure that special needs and interests of women are being met.

10. That additional studies and surveys such as this one be conducted on a regular basis to determine significant changes in the nature and needs of evening students. Future surveys and studies should be extended to include additional areas of consideration--e.g., evening students knowlege of, need for, and use of the Learning Resources Center, the Independent Learning Center, and the Career Resource Center; student need for and knowledge of the evening services of the Financial Aids Office, the cafeteria, the Bookstore, the Business Office, the Registrar, and Counseling and Academic Advisement Services; evening student preferences and attitudes in relation to student government and student activities. Additional studies should aim specifically to discover more about the nature and needs of evening students who already hold degrees or who attend classes primarily for reasons of personal satisfaction, and they should also investigate in more depth the viability of Saturday classes.

11. That Black Hawk College recognize the importance of its evening students and the continued nature of their enrollment in college courses on all levels. Most of the recommendations made above could be accomplished at little or no cost by alterations in work schedules and hours. For example, the College might consider the need for maintaining full Friday afternoon hours, and instead, shift administrators and staff to hours on one or two evenings per week.

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APPENDIX A: Cover Memo for Fall Survey

November 5, 1980

MEMORANDUM

TO: UPP Faculty

FROM: Mary Stevens

SUBJECT: Survey of Night Students

The purpose of the questionnaires attached is to survey this semester's night students to determine their characteristics and needs. All UPP division directors are assisting in this effort.

One-third of all fall evening classes were selected at random to be surveyed. Attached questionnaires are bundled by class, 25 to a bundle. If a class was cancelled because of insufficient enrollment, please simply note the fact on the cover sheet, and hand the bundle back in to your division director.

Time required for students to complete the questionnaire should not exceed 6 minutes; thus, the process of administering it to a class should take no longer than 10 to 12 minutes. Within the next two weeks, please administer this questionnaire to the class noted on the cover sheet for each bundle and return the bundle of completed questionnaires and the cover sheet to your division director.

Results will be shared with all of you. They should assist us in planning evening offerings.

Thank you for your help. If you have questions or need additional questionnaires, please call me at Ext. 280.

MAS/jar

Attch.

APPENDIX B: Fall Survey Instrument

BLACK HAWK COLLEGE EVENING STUDENT OPINION SURVEY

1. Are you working toward a degree or certificate at Black Hawk College?
___Yes ___No
If you are, what is your major or in what area are you studying?

_____

2. In how many semester hours of Black Hawk College classes do you ordinarily enroll each semester?
___Fewer than 3 ___3-6 Hours ___7-11 Hours ___12 or More Hours

3. (Check the appropriate responses in right columns.)

	YES	NO
Did you enroll in classes at BHC in summer of 1980?	___	___
Did you enroll in classes at BHC in spring of 1980?	___	___
Did you enroll in classes at BHC in fall of 1979?	___	___
Do you intend to enroll in classes at BHC in the spring of 1981?	___	___
Do you intend to enroll in classes at BHC in the summer of 1981?	___	___
Do you intend to enroll in classes at BHC in the fall of 1981?	___	___
Would you find Saturday classes more convenient than evening classes?	___	___
Do you intend to transfer to a four-year college or university after BHC?	___	___
Do you have an academic advisor with whom you are working?	___	___
Do you feel that you need academic advisement?	___	___
Are you presently enrolled in any BHC day classes (7 a.m. to 4 p.m.)?	___	___
Are you able to attend classes during the daytime?	___	___
I am enrolled in an evening class because the daytime section of the class wasn't convenient for me.	___	___

4. Remembering your present circumstances and comments, please rank in order of preference the following evening class times:
___4-5:15 p.m., two nights a week
___5:30-6:45 p.m., two nights a week
___7-8:15 p.m., two nights a week
___8:30-9:45 p.m., two nights a week
___6:30-9 p.m., one night a week
___5-7:30 p.m., one night a week
___7-9:30 p.m., one night a week

5. Remembering your present circumstances and commitments, please rank in order of preference your favorite evenings for classes:
___Mondays
___Tuesdays
___Wednesdays
___Thursdays
___Fridays

(over)

Black Hawk College Evening Student Opinion Survey
Page 2

6. Please check BETWEEN ONE AND THREE of the following areas in which you would like to see more evening classes available:

___Health and Physical Education
___Accounting and Economics
___History and Government
___Psychology and Sociology
___English, Journalism, and Philosophy
___Foreign Language
___Art
___Music
___Biology
___Chemistry and Earth Science
___Physics and Engineering
___Mathematics
___Other (Please Specify) _____

7. Please indicate your sex: ___Female ___Male

8. Please indicate your age bracket:

___20 Years or Under
___21-26
___27-35
___36-45
___46-55
___56-62
___63 or Older

9. On the average how many hours a week do you work at a job?

___None
___Fewer than 15
___16-35
___36 or More

THANK YOU FOR YOUR COOPERATION

APPENDIX C: Memo Summarizing Results of Fall Survey

January 29, 1981

TO: UPP Division Directors and Department Chairmen
FROM: Mary Stevens
SUBJECT: Results of Recent Night Class Surveys

During the month of November, 1980, a number of faculty members and departments participated in a survey of students in UPP night classes. The results of this survey are now summarized and attached for your information.

One-third of all UPP night classes in the regular classroom(those beginning at 5 p.m. or later) were selected at random for the survey. This process of random selection provided 25 evening classes to be surveyed: 11 in the division of social studies, 1 in interdisciplinary study, 7 in fine arts, and 6 in science and mathematics. The attached questionnaire was administered in 24 of these 25 classes, providing 244 responses.

RESULTS

1. 80%(195) of those responding indicated that they were working toward a BHC degree or certificate.

   Of these 195 responding, 193 indicated a major or area in which they were studying. In rank order, beginning with the most frequent response, the five most common responses were as follows: business(44), psychology and sociology(21), nursing/ADN(17), accounting(14), and liberal studies(10).

2. 52.8%(129) of those responding indicated that they ordinarily enroll for 3-6 hours per semester. Most students responding--77.8%(190)--indicated that they ordinarily enroll as part-time students(11 or fewer hours).

3. Slightly more than one-half of those responding--56.6%(138)--have been in fairly continuous enrollment at BHC from the fall of 1979 through the spring of 1980; however, very few--18.4%(45)--enrolled in classes last summer.

   Once again, more than one-half of those responding indicated an intention to continue enrollment at BHC in the future: 79%(193) this spring and 59.8%(146) next fall. And, similarly, fewer indicated an intention to enroll in summer school this year--34%(83).

   Only 27%(66) indicated that Saturday classes would be more convenient than evening classes, and 26%(64) indicated that they were able to attend daytime classes. A possible explanation for the enrollment of this latter group of students in night classes is the inavailability of desired classes to them during the daytime.

   54.9%(134) of those responding indicated an intention to tran[illegible] a 4-year college or university.

   47.1%(115) indicated their perception that they needed academic advisement, and 43.9%(107) reported that they had an academic advisor with whom they were working.

4. In rank order, beginning with the most preferred, preferences reported in relation to time frames for classes were as follows: (1) 5:30-6:45 p.m., 2 nights per

week; (2) 7-8:15 p.m., 2 nights per week; (3) 5-7:30 p.m., one night per week; (4) 6:30-9 p.m., one night a week; (5) 7-9:30 p.m., one night a week; (6) 8:30-9:45 p.m., two nights a week; and (7) 4-5:15 p.m., two nights a week.

The number of those simply checking responses and not ranking them was summarized but has not been reflected in the rank order given above.

5. In rank order, beginning with the most preferred, preferences reported in relation to evenings for classes were as follows: (1) Tuesday, (2) Monday, (3) Wednesday, (4) Thursday, and (5) Friday.

   Once again, the number of those simply checking responses and not ranking was summarized but has not been reflected in the rank order given above.

6. In rank order beginning with the most preferred, the seven most common preferences reported in relation to areas in which students would like to see more evening classes available were as follows: mathematics(57 or 23.4%), psychology and sociology(56 or 22.9%), English (54 or 22.1%), health and physical education(48 or 19.7%), biology (46 or 18.6%), accounting and economics(43 or 17.6%), and history and government (41 or 16.8%).

7. The last three items on the questionnaire were intended to determine important demographic characteristics of students: sex, age, and employment status.

   126 or 55.5% of those responding were female; 101 or 44.5% were male.

   77 or 33.6% were between the ages of 27 and 35; 176 or 76.9% were between the ages of 21 and 45; only 40 or 17.5% were 20 years of age or younger(traditionally-aged college freshmen and sophomores).

   Most students responding--170 or 74.2%--indicated that they worked 36 or more hours per week at a job(full-time employment).

CONCLUSIONS

1. Academic advisement for night students seems adequate. Most have degree goals/majors, and about the same proportion reporting a need for academic advisment(47.1%) responded that they had an academic advisor with whom they were working(43.9%).

2. Approximately one-half of evening students seem to be in fairly continuous enrollment from semester to semester--about the same proportion as those who have an academic advisor and those who intend to transfer to a four-year college or university. Of course, the survey does not provide information as to whether or not all these groups are the same individual students.

3. A rather large number--65.6%--reported that they were enrolled in evening classes because the daytime section of the class was not conveniently scheduled. The significance of this conclusion is not clear, however, for the statement contains an ambiguity. It would appear that most students enroll in night classes simply because they can not attend classes in the daytime(73.3%) and not because they were forced into evening classes by other factors such as scheduling.

4. Some changes in time scheduling of night classes might be considered as a result of the survey, although, in general, actual scheduling seems to reflect student preferences. Courses in art, music, the sciences, and physical education often do

fit into usual time frames at night because of lab time. However, a cursory examination of the schedule of night classes in the fall of 1980 does provide information concerning the frequency with which other night classes were scheduled into usual time frames that can then be compared with the rank of preferences given in survey results.

	RANK OF NUMBER OF CLASSES ACTUALLY SCHEDULED BY FREQUENCY, FALL, 1980	RANK OF STUDENT PREFERENCES REPORTED IN SURVEY, FALL, 1980
5:30-6:45, two nights	1(38.8%)	1
7-8.15, two nights	2(26.5%)	2
5-7:30, 1 night	6(0%)	3
6:30-9, 1 night	4(14.3%)	4
7-9:30, 1 night	3(16.3%)	5
8:30-9:45, 2 nights	6(0%)	6
4-5:15, 2 nights	5(4.1%)	7

Based upon this comparison, consideration might be given to scheduling more one-night-per-week classes from 5-7:30 and fewer from 7 to 9:30. Students do seem to prefer classes scheduled two nights per week from 5:30 to 6:45 and from 7-8:15, and well over one-half of night classes in the fall of 1980 were so scheduled.

5. In general, classes were scheduled in the fall of 1980 on evenings that students seem to prefer. Once again a comparison by rank is possible:

	RANK OF NUMBER OF CLASSES ACTUALLY SCHEDULED BY FREQUENCY, FALL, 1980	RANK OF STUDENT PREFERENCES REPORTED IN SURVEY, FALL, 1980
Monday	1(30.1%)	2
Tuesday	3(21.7%)	1
Wednesday	1(30.1%)	3
Thursday	4(18.1%)	4
Friday	5(0%)	5

Based upon the comparison just above, consideration should be given to scheduling more classes on Tuesday evening. Otherwise, the Monday-Wednesday sequence seems to be preferred by students, and ~~most~~ more fall night classes were scheduled on these evenings than on others.

6. Based upon the results of the survey, some departments should consider reviewing their class offerings and perhaps scheduling additional evening classes in the future: especially mathematics, psychology and sociology, accounting and economics, health and physical education, biology, and history and government.

RECOMMENDATIONS FOR FURTHER STUDY

1. Results of the survey suggest the possibility of two distinct groups of evening students each approximately equal in number. One group seems to be pursuing a degree for transfer with the aid of an academic advisor. We need to know more about the other group of night students: i.e., educational background, educational goals, etc. Future surveys should attempt to gather this information.

2. This survey should be repeated during the spring semester of 1981 to ensure further

its validity. Faculty should be invited to suggest other information that they wish to know about students in night classes that would be helpful in serving them.

cc: Deans Laws and Peterson

BLACK HAWK COLLEGE EVENING STUDENT OPINION SURVEY

TALLY

1. Are you working toward a degree or certificate at Black Hawk College?
183 Yes 57 No 4 No Response
If you are, what is your major or in what area are you studying?

_____

2. In how many semester hours of Black Hawk College classes do you ordinarily enroll each semester?
19 Fewer than 3 129 3-6 Hours 42 7-11 Hours 51 12 or More Hours
3 No Response

3. (Check the appropriate responses in right columns.)

	YES	NO	NO RESPONSE
Did you enroll in classes at BHC in summer of 1980?	45	196	3
Did you enroll in classes at BHC in spring of 1980?	137	105	2
Did you enroll in classes at BHC in fall of 1979?	139	100	5
Do you intend to enroll in classes at BHC in the spring of 1981?	193	43	8
Do you intend to enroll in classes at BHC in the summer of 1981?	83	139	22
Do you intend to enroll in classes at BHC in the fall of 1981?	146	78	20
Would you find Saturday classes more convenient than evening classes?	66	173	5
Do you intend to transfer to a four-year college or university after BHC?	134	95	15
Do you have an academic advisor with whom you are working?	107	135	2
Do you feel that you need academic advisement?	115	117	12
Are you presently enrolled in any BHC day classes (7 a.m. to 4 p.m.)?	51	189	4
Are you able to attend classes during the daytime?	64	167	13
I am enrolled in an evening class because the daytime section of the class wasn't convenient for me.	160	66	18

4. Remembering your present circumstances and comments, please rank in order of preference the following evening class times:

7 4-5:15 p.m., two nights a week
1 5:30-6:45 p.m., two nights a week
2 7-8:15 p.m., two nights a week
6 8:30-9:45 p.m., two nights a week
4 6:30-9 p.m., one night a week
3 5-7:30 p.m., one night a week
5 7-9:30 p.m., one night a week

SEE ATTACHMENT.

5. Remembering your present circumstances and commitments, please rank in order of preference your favorite evenings for classes:

2 Mondays
1 Tuesdays
3 Wednesdays
4 Thursdays
5 Fridays

SEE ATTACHMENT.

Black Hawk College Evening Student Opinion Survey Tally
Page 2

6. Please check BETWEEN ONE AND THREE of the following areas in which you would like to see more evening classes available:

48 Health and Physical Education	16 Music
43 Accounting and Economics	46 Biology
41 History and Government	35 Chemistry and Earth Science
56 Psychology and Sociology	38 Physics and Engineering
54 English, Journalism, and Philosophy	57 Mathematics
30 Foreign Language	38 Other (Please Specify)
27 Art	SEE ATTACHMENT.

7. Please indicate your sex: 126 Female 101 Male 17 No Response

8. Please indicate your age bracket:

40 20 Years or Under	11 46-55
64 21-26	0 56-62
77 27-35	2 63 or Older
35 36-45	15 No Response

9. On the average how many hours a week do you work at a job?

18 None
11 Fewer than 15
30 16-35
170 36 or More
15 No Response

244 Total Questionnaires

ATTACHMENT

4.

Hour Preference	Pref. #1	Pref. #2	Pref. #3	Pref. #4	Pref. #5	Pref. #6	Pref. #7	Check ✓	No Re-Sponse	# of Re-Sponses	Total	Rank
4-5:15 Two Nights	15	28	48	44	40	54	602	4	81	163	831	5.1 (7)
5:30-6:45 Two Nights	77	80	36	48	85	120	0	19	47	197	446	2.3 (1)
7-8:15 Two Nights	43	112	72	132	75	66	14	18	42	202	514	2.5 (2)
8:30-9:45 Two Nights	1	22	84	84	115	252	259	3	78	166	817	4.9 (6)
6:30-9 One Night	16	66	99	208	155	60	21	6	60	184	625	3.4 (4)
5-7:30 One Night	35	40	99	92	140	180	28	15	56	188	614	3.3 (3)
7-9:30 One Night	10	42	93	80	200	204	147	8	58	185	776	4.2 (5)

5.

Day Preference	No Response	Pref. #1	Pref. #2	Pref. #3	Pref. #4	Pref. #5	Check ✓	# of Re-Responses	Total	Rank
Monday	25	104	26	90	192	25	19	437	219	2.0 (2)
Tuesday	16	85	130	123	36	10	26	384	228	1.7 (1)
Wednesday	30	21	136	225	128	15	15	525	214	2.5 (3)
Thursday	27	9	116	120	344	30	21	619	220	2.8 (4)
Friday	61	3	4	12	44	800	1	863	180	4.8 (5)

6. Other

2 Law Enforcement	1 Nursing
9 Business	Refresher Sciences for R.N.'s
2 Fashion	5 Management/Personnel & Business
5 Speech	1 Agriculture
6 Data Processing	2 Drafting
2 Marketing	1 Quality Assurance
1 Metallurgy	1 Trigonometry

Major or Area of Study

52 No Response	2 Pre-Teaching
2 Undecided	6 Pre-Med
4 Law Enforcement	5 Mech. Tech.
17 Nursing	10 Liberal Studies
44 Business	5 Biology
5 Natural Science	1 Respiratory Therapy
1 Horticulture	3 Mathematics
14 Accounting	7 Pre-English
6 Management/Marketing	5 Labor Studies
21 Psych/Soc	1 Applied Science
9 Electronic Instrumentation	3 Eng Lit/Philo
3 Liberal Arts	1 Meteorology
3 Pre-Law	1 Associate Arts
1 Fashion Merchandising	4 Art
2 Data Processing/Programmer	1 Forestry/Conservation
4 Child Development	1 Zoology
1 Real Estate	1 Political Sci/Govt.
3 Legal Secretarial Procedures	1 Broadcasting

APPENDIX D: Cover Memo for Spring Survey

March 29, 1981

MEMORANDUM

TO: UPP Faculty

FROM: Mary Stevens MAS

SUBJECT: Survey of Night Students

The purpose of the questionnaires attached is to survey this semester's night students to determine their characteristics and needs. All UPP Division directors are assisting in this effort, which is a repeat of one last fall to ensure greater accuracy. I will be completing a report this spring based upon these datas.

One-third of all spring evening classes were selected at random to be surveyed. Attached questionnaires are bundled by class, 25 to a bundle. If a class was cancelled because of insufficient enrollment, please simply note the fact on the cover sheet, and hand the bundle back into your division director.

Time required for students to complete the questionnaire should not exceed 6 minutes; thus, the process of administering it to a class should take no longer than 10 to 12 minutes. Within the next two weeks, please administer this questionnaire to the class noted on the cover sheet for each bundle and return the bundle of completed questionnaires and the cover sheet to your division director.

Results will be shared with all of you. They should assist us further in planning evening offerings.

Thank you for your help. If you have questions or need additional questionnaires, please call me at Ext. 280.

MAS/ch

Attch.

APPENDIX E: Spring Survey Instrument

BLACK HAWK COLLEGE EVENING STUDENT OPINION SURVEY

1. Are you working toward a degree or certificate at Black Hawk College?
_____Yes _____No
If you are, what is your major or in what area are you studying?
_____

2. In how many semester hours of Black Hawk College classes do you ordinarily enroll each semester?
_____Fewer than 3 _____3-6 Hours _____7-11 Hours _____12 or More Hours

3. (Check the appropriate responses in right columns.)

	YES	NO
Did you enroll in classes at BHC in fall of 1980?	___	___
Do you intend to enroll in classes at BHC in the summer of 1981?	___	___
Do you intend to enroll in classes at BHC in the fall of 1981?	___	___
Do you intend to transfer to a four-year college or university after BHC?	___	___
Do you have an academic advisor with whom you are working?	___	___
Do you feel that you need academic advisement?	___	___
Are you presently enrolled in any BHC day classes (7 a.m. to 4 p.m.)?	___	___
Are you able to attend classes during the daytime?	___	___
Are you enrolled in a night section because no daytime section of the class was offered?	___	___
Have you already earned a bachelor's degree?	___	___
Have you already earned an associate's degree?	___	___

4. Remembering your present circumstances and comments, please rank in order of preference the following evening class times:
___4-5:15 p.m., two nights a week
___5:30-6:45 p.m., two nights a week
___7-8:15 p.m., two nights a week
___8:30-9:45 p.m., two nights a week
___6:30-9 p.m., one night a week
___5-7:30 p.m., one night a week
___7-9:30 p.m., one night a week

5. Remembering your present circumstances and commitments, please check below your favorite evenings for classes:
___Mondays - Wednesdays
___Tuesdays - Thursdays

6. Please check BETWEEN ONE AND THREE of the following areas in which you plan to take more evening classes:
___Health and Physical Education
___Accounting and Economics
___History and Government
___Psychology and Sociology
___English, Journalism, and Philosophy
___Foreign Language
___Art
___Music
___Biology
___Chemistry and Earth Science
___Physics and Engineering
___Mathematics
___Other (Please Specify)
___ _____

Black Hawk College Evening Student Opinion Survey
Page 2

7. Please check below those areas in which you have actually experienced considerable difficulty in finding an available night class and then indicate that course in the space provided:

	Course
____Health and Physical Education	_____
____Psychology and Sociology	_____
____English, Journalism and Philosophy	_____
____Mathematics	_____
____History and Government	_____
____Accounting and Economics	_____
____Biology	_____

8. Please indicate your sex: ____Female ____Male

9. Please indicate your age bracket:
____20 Years or Under
____21-26
____27-35
____36-45
____46-55
____56-62
____63 or Older

10. On the average how many hours a week do you work at a job?
____None
____Fewer than 15
____16-35
____36 or More

11. Please check below your major reason for enrolling in this class:
____Improve skills needed for present job
____Prepare for a future job
____Explore courses to decide on a career
____Complete coursework for transfer to another college
____Remedy or review basic education skills
____Personal interest or self-development
____Unknown or other

THANK YOU FOR YOUR COOPERATION

This information will be used as a basis for planning new ways to serve night students.

APPENDIX F: Memo Summarizing Results of Spring Survey

April 29, 1981

TO: UPP Division Directors and Department Chairmen
FROM: Mary Stevens
SUBJECT: Results of Spring Night Class Surveys

During March and April of this year, a number of faculty members and departments participated in a repeat survey of students in UPP night classes. The results of this survey are now summarized and attached for your information.

One-third of all UPP night classes in the regular classroom (those beginning at 4 p.m. or later) were selected at random for the survey. This process of random selection provided 25 evening classes to be surveyed: 12 in the division of social studies, 1 in interdisciplinary study, 5 in fine arts, and 7 in science and mathematics. Three of these 25 classes had been cancelled and, therefore, were hardly available for survey. Responses from 20 of the remaining 22 classes were received, a total of 256. Two classes in the division of science and mathematics were not surveyed.

Results are summarized below and a comparison is made, when necessary, with results from a similar survey in the fall of 1980. I appreciate your help and hope that this information is of some assistance to you in scheduling classes.

RESULTS:

1. 54.8% of those responding indicated that they were working toward a BHC degree or certificate. This result differs significantly from the 80% who so responded in the fall survey.

   Of the 252 responding to the first question, 148 then indicated major or area as requested. In rank order, beginning with the most frequent response, the six most common responses were as follows: accounting (27), business (20), liberal arts (14), nursing (11), psychology and sociology (8), and A.A.S. degree (6). These responses were approximately the same as those received in the fall survey.

2. 37.5% of those responding indicated that they ordinarily enroll for 3 - 6 hours per semester. Most students responding - 70.3% - indicated that they ordinarily enroll as part-time students (11 or fewer hours). Once again, these results were very similar to those received in the fall survey except that not such a high percentage of students reported enrolling in 3 - 6 semester hours and more reported enrolling in the other two categories of part-time students (e.g., fewer than 3 hours and 7 - 11 hours.)

3. Slightly more than one-half of those responding - 57.8% - had enrolled in fall, 1980, BHC classes and even more - 60.4% - indicate that they plan to enroll in the fall of 1981; however, considerably less than one-half - 36.5% indicated that they will enroll in summer, 1981, classes. These results were quite similar to those in the fall survey.

   54.4% of those responding indicated that they intended to transfer to a four-year institution, again almost the same percentage reporting a similar intention in the fall survey.

As in the fall survey, about the same percentage that indicated a need for an academic advisor reported that they had an advisor with whom they were working. However, proportionately more students were interested in academic advisement in the spring survey (56.5%) then had been in the fall (47.1%).

31.6% of those responding replied that they were also presently enrolled in BHC day classes; 34.4% indicated that they were able to attend classes in the daytime; and 10.5% responded that they were enrolled in night class because no daytime section of the class was offered. Questions seeking similar information in the fall had to be rewritten because they were not clear; thus, comparable fall data do not exist.

19.5% of those responding have already earned bachelor degrees, and 15.5% have earned associate degrees. These two questions were not included in the fall survey but were added in the spring survey in an effort to provide a possible reason for the large number of students who responded that they did not need academic advisement. Based upon these results, it seems possible that 20 - 35% of night students do not wish academic advisement simply because they already have degrees.

4. In rank order, beginning with the most preferred, preferences reported in relation to time frames for classes were as follows: (1) 5:30-6:45 p.m., two nights per week; (2) 7-8:15 p.m., two nights per week; (3) 5-7:30 p.m., one night per week; (4) 6:30-9 p.m., one night per week; (5) 4-5:15 p.m., two nights per week; (6) 7-9:30p.m., one night per week; and (7) 8:30-9:45 p.m., two nights per week. These results were exactly the same as in the fall survey except that the 4-5:15 p.m. time frame has moved from seventh to five in rank.

5. In rank order, beginning with the most preferred, preferences reported in relation to evenings for classes were (1) Tuesdays-Thursdays (60.9%) and (2) Mondays-Wednesdays (35.5%). These results are similar to those reported from the fall survey; however, clarification of the question seems to have considerably clarified the results.

6. In rank order, beginning with the most preferred, the seven most common preferences reported in relation to areas in which students plan to take more evening classes were as follows: (1) accounting and economics; (2) psychology and sociology; (3) English, journalism, and philosophy; (4) mathematics; (5) health and physical education; (6) art; and (7) foreign language.

7. In rank order, beginning with the most frequent, the three most common areas reported as ones in which students experienced considerable difficulty in finding available night classes were as follows: (1) HPE; (2) mathematics; and (3) English, journalism, and philosophy. Unfortunately, too few students then indicated specific courses for meaningful conclusions or explanations.

Questions relating to points 6 and 7 above were not included in the fall survey. These questions were revisions designed to clarify student responses to difficulties and needs. Still, there are areas of similarity in responses on both surveys with clear student interest and need for evening courses in mathematics; English, journalism, and philosophy; accounting and economics; HPE; and psychology and sociology.

8. The next three questions on the survey were intended to determine important demographic characteristics of students: sex, age, and employment status.

   62.8% of those responding were female, up significantly from the 55.5% response rate in the fall survey; 37.2% were male.

   25.6% were between the ages of 27 and 35, down significantly from the 33.6% response rate in the fall survey; 70.0% were between the ages of 21 and 45; and 23.1% were 20 years of age or younger (traditionally-aged college freshmen or sophomores), up somewhat from the 17.5% response rate for this group in the fall survey.

   Most students - 65.0% - indicated that they worked 36 or more hours per week at a job (full-time employment); this proportion was down significantly from the 74.2% reported in the fall survey.

9. The last question on the spring survey, which was not included in the fall questionnaire, attempted to determine major student reasons for enrolling in night classes. In rank order, beginning with the most frequent response, these reasons were as follows: (1) personal interest or self-development (29.4%), (2) complete coursework for transfer (23.6%), (3) prepare for a future job (22.6%), (4) improve skills needed for present job (8.1%), (5) explore courses to decide on a career (7.4%), (6) unknown or other (7.1%), and (7) remedy or review basic education skills (1.7%).

   These results are rather interesting when considered in conjunction to other questions in the survey relating to degrees already earned and course needs and preferences. Clearly, over one-fourth of night students are enrolled for personal interest and self-development, many of whom already have bachelor degrees. These students quite possibly wish courses in physical education, psychology and sociology, literature and philosophy, art, and foreign language. Another large group, again over one-fourth of night students, are enrolled for career-related reasons; and many of these may also already possess college degrees. They quite possibly wish courses in mathematics and accounting and economics. Yet another approximate one-quarter of night students are completing course work to transfer to a senior institution.

CONCLUSIONS

1. For purposes of marketing night courses, three general groups of student clientele can be indentified, each approximately equal in size: (1) those enrolling in courses for personal interest or self-development, (2) those enrolling in courses for career-related interests, and (3) those completing course work for transfer. A significant number of night students already have college degrees and the vast majority are over traditional college age and work full-time. Almost two-thirds in the spring survey were women, and approximately the same proportion enrolled as part-time students (11 or fewer hours).

2. One-half or more of BHC UPP night students intend to return for additional classes from semester to semester, and approximately the same proportion report that they are working toward a BHC degree or certificate, a number in the career programs. About as many students who perceived that they needed academic advisement reported that they did have an academic advisor with whom they are working.

3. Only about 10% of day students are forced into night classes by the vagaries of scheduling, but about one-third of the students responding were enrolled in night classes even though they could take or were taking classes in the day time.

4. Class time and day preferences for night classes are very clear as well as preferences for or a need for classes in specific departments.

RECOMMENDATION FOR FURTHER STUDY

1. It is recommended that a similar survey be completed once each year or two to determine any major changes in the nature and needs of UPP evening students.

cc: Laws, Peterson, Clements

BLACK HAWK COLLEGE EVENING STUDENT OPINION SURVEY
256 SURVEYED

1. Are you working toward a degree or certificate at Black Hawk College?
54.8%(138) Yes 45.2% No(114) (4 did not respond)
If you are, what is your major or in what area are you studying?
SEE ATTACHMENT B FOR RESPONSES 104 DID NOT RESPOND (40.6%)

2. In how many semester hours of Black Hawk College classes do you ordinarily enroll each semester?
23.0%(59) Fewer t... 337.5%(96)3-6 Hours9.8%(25) 7-11 Hours27.7%(71)12 or More Hours
(5 DID NOT RESPOND)

3. (Check the appropriate responses in right columns.)

	YES	NO	NO RESPONSE
Did you enroll in classes at BHC in fall of 1980?	134	120	2
Do you intend to enroll in classes at BHC in the summer of 1981?	89	155	12
Do you intend to enroll in classes at BHC in the fall of 1981?	148	97	11
Do you intend to transfer to a four-year college or university after BHC?	135	113	8
Do you have an academic advisor with whom you are working?	94	162	0
Do you feel that you need academic advisement?	91	161	4
Are you presently enrolled in any BHC day classes (7 a.m. to 4 p.m.)?	81	175	0
Are you able to attend classes during the daytime?	87	166	3
Are you enrolled in a night section because no daytime section of the class was offered?	39	214	3
Have you already earned a bachelor's degree?	50	206	0
Have you already earned an associate's degree?	38	207	11

4. Remembering your present circumstances and comments, please rank in order of preference the following evening class times:

5 4-5:15 p.m., two nights a week	7 8:30-9:45 p.m., two nights a week
1 5:30-6:45 p.m., two nights a week	4 6:30-9 p.m., one night a week
2 7-8:15 p.m., two nights a week	3 5-7:30 p.m., one night a week
	6 7-9:30 p.m., one night a week

5. Remembering your present circumstances and commitments, please check below your favorite evenings for classes:
35.5%(91) Mondays - Wednesdays (9 DID NOT RESPOND)
60.9%(156) Tuesdays - Thursdays

6. Please check BETWEEN ONE AND THREE of the following areas in which you plan to take more evening classes:

40 Health and Physical Education	16 Music
61 Accounting and Economics	15 Biology
20 History and Government	14 Chemistry and Earth Science
49 Psychology and Sociology	14 Physics and Engineering
46 English, Journalism, and Philosophy	46 Mathematics
26 Foreign Language	___ Other (Please Specify) SEE ATTACHMENT
39 Art	

(49 DID NOT RESPOND)

Black Hawk College Evening Student Opinion Survey
Page 2

7. Please check below those areas in which you have actually experienced considerable difficulty in finding an available night class and then indicate that course in the space provided:

		Course
14	Health and Physical Education	
7	Psychology and Sociology	(201 did not respond)
11	English, Journalism and Philosophy	
12	Mathematics	
4	History and Government	
5	Accounting and Economics	
7	Biology	

See attachment D for responses

8. Please indicate your sex: (62.8%) (142) Female (37.2%) (84) Male (30 did not respond)

9. Please indicate your age bracket:

23.1%	(54) 20 Years or Under	5.1%	(12) 46-55
31.2%	(73) 21-26	0 %	(0) 56-62
25.6%	(60) 27-35	1.7%	(4) 63 or Older
13.2%	(31) 36-45		(22 did not respond)

10. On the average how many hours a week do you work at a job?

25	None	10.7%
16	Fewer than 15	6.8%
41	16-35	17.5%
152	36 or More	65.0%

(22 Did not respond)

11. Please check below your major reason for enrolling in this class:

8.1%	(24)	Improve skills needed for present job
22.6%	(67)	Prepare for a future job
7.4%	(22)	Explore courses to decide on a career
23.6%	(70)	Complete coursework for transfer to another college
1.7%	(5)	Remedy or review basic education skills
29.4%	(87)	Personal interest or self-development
7.1%	(21)	Unknown or other

THANK YOU FOR YOUR COOPERATION

This information will be used as a basis for planning new ways to serve night students.

MAJORS

27	Accounting
20	Business
14	Liberal Arts
11	Nursing
8	Psych & Soc.
6	A.S. degree in Applied Science
5	Lib. Studies A.L.S.
5	Management
4	Data Processing
4	Electronics
4	Marketing
3	Art
3	Biology
3	Child Dev.
3	Pre Med
2	Computer Science
2	Econ.
2	Electrical Tech.
2	Elementary Ed.
2	Journalism
2	Labor Studies
2	Law Enforcement
2	Math
1	Broadcasting
1	Chemistry
1	Crimminal Law
1	Engineering
1	English
1	Fire Science
1	Mechanical Tech (MFG)
1	Pharmacy
1	Pre-Vet
1	Respiratory Therapy
1	Social Work
1	Technical Writing

TENTATIVE EVENING CLASSES TO BE TAKEN

13	None
5	Computer Programming
4	Business
3	Classes at Orion Library
2	Child Dev.
2	Data Processing
2	Management
2	Nursing
1	Anatomy - Microbiology
1	Biofeedback
1	"Dis"
1	Electronic Tech
1	Humanities
1	Nutrition
1	Speech
1	Typing

APPENDIX G: Memo Reporting on Results of Fall Follow-Up

RECEIVED
AUG 27 1981
DIVISION OF DEVELOPING PROGRAMS

BLACK HAWK COLLEGE
MEMO

TO: Mary McQuaid
Division Director

FROM: F. Leimkuehler, Chairman
Department of Health, Physical Education and Recreation

DATE: 26 August 1981

ABOUT: Evening Classes

As a result of your survey of students concerning evening classes the Department scheduled a Health 102 Section for one night - Tuesday - each week. We are happy to report the following results:

1) At least 15 students
2) One student had enrolled several times in S.U. without being able to complete the requirement.

We will try to plan in the future to include one evening section each year if possible.

cc: Dr. A. Pitz

JAN 15 1982

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024